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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **Who we are**  An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.  **Central idea**  Human beings build relationships within different social groups.  **Key concepts**   * Connection   **Related concepts**   * Relationship   **Lines of inquiry**   * Different social groups to which I belong * Different kinds of families * What makes me part of a group | **Social Studies strand(s)**  Social organization and culture.  **Social Studies skills**  **a.** Formulate and ask questions about the past, the future, places and society  **b.** Use and analyse evidence from a variety of historical, geographical and societal sources  **d.** Identify roles, rights and responsibilities in society | **The student will be able to:**  Understand people, communities, cultures and societies, and theways in which individuals, groups and societies interact with eachother.  Identify and describe some social and cultural characteristics from different communities  Identify different kinds of families within his/her group.  Identify different ways people establish relationships with others within a social group.  Identify different social groups. |

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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **Where we are in place and time**  An inquiry into orientation  in place and time; personal  histories; homes and journeys;  the discoveries, explorations  and migrations of humankind;  the relationships between  and the interconnectedness  of individuals and civilizations,  from local and global  perspectives.  **Central idea**  All things change through time  **Key concepts**   * Change   **Related concepts**   * Change   **Lines of inquiry**   * Visible human-made changes in objects through time * Changes in people´s lifestyle through time * Visible changes in nature through time | **Social Studies strand(s)**  Continuity and change through time.  **Social Studies skills**  **a.** Formulate and ask questions about the past, the future, places and society  **b.** Use and analyse evidence from a variety of historical, geographical and societal sources  **c.** Orientate in relation to place and time | **The student will be able to:**  Identify and describe some social and cultural characteristics from different communities  Compare and contrast human made objects from the past and nowadays  Compare and contrast lifestyle from the past and nowadays. |

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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **How we express ourselves**  An inquiry into the ways in  which we discover and express  ideas, feelings, nature, culture,  beliefs and values; the ways in  which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.  **Central idea**  Human beings express themselves through the Arts.  **Key concepts**   * Form   **Related concepts**   * Expression   **Lines of inquiry**   * Different ways of expression shown by living things * Different forms of artistic expression * How everyone can express their feelings through the Arts * How the arts can help us to express ourselves | **Social Studies strand(s)**  Social, organization and culture.  **Social Studies skills**  **b.** Use and analyse evidence from a variety of historical, geographical and societal sources  **d.** Identify roles, rights and responsibilities in society | **The student will be able to:**  Identify and describe some social and cultural characteristics from different communities  Identify different ways of expression. |

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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **How the world works**  An inquiry into the natural world  and its laws; the interaction  between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.  **Central idea**  Human beings cope with disability by honing other abilities  **Key concepts**   * Function * Responsibility   **Related concepts**   * Ability * Care   **Lines of inquiry**   * Our five senses * Our sensory organs * How to take care of our sensory organs * How people with sensory disabilities cope with them | **Social Studies strand(s)**  Social organization and culture.  **Social Studies skills**  **b.** Use and analyse evidence from a variety of historical, geographical and societal sources  **d.** Identify roles, rights and responsibilities in society  **e.** Assess the accuracy, validity and possible bias of sources | **The student will be able to:**  Explain how people with sensory disabilities cope with them |
| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **How we organize ourselves**  An inquiry into the interconnectedness of human-made systems and communities; the instruction and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.  **Central idea**  All members in a group work together to achieve their goals  **Key concepts**   * Function   **Related concepts**   * Organisation   **Lines of inquiry**   * How our school works * Jobs & duties at school * How some insects are organised to work together | **Social Studies strand(s)**  Human systems and economic activities**.**  **Social Studies skills**  a. Formulate and ask questions about the past, the future, places and society  **b.** Use and analyse evidence from a variety of historical, geographical and societal sources  **d.** Identify roles, rights and responsibilities in society  **e.** Assess the accuracy, validity and possible bias of sources | **The student will be able to:**  Identify and describe some characteristics and basic functions of some social and political organizations around me. (school).  Illustrate some CCB workers´ jobs and duties.  Compare and contrast the different jobs and duties they find at CCB.  Explain how all jobs at school contribute to learning. |

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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **Sharing the planet**  An inquiry into rights and  responsibilities in the struggle  to share finite resources with  other people and with other  living things; communities  and the relationships within  and between them; access to  equal opportunities; peace and  conflict resolution.  **Central idea**  Our lifestyle affects the enviroment in which we live.  **Key concepts**   * Causation   **Related concepts**   * Pollution   **Lines of inquiry**   * The sources of pollution * How people affect the air * What people can do to keep the air clean | **Social Studies strand(s)**  Resources and the environment.  **Social Studies skills**  a. Formulate and ask questions about the past, the future, places and society  **b.** Use and analyse evidence from a variety of historical, geographical and societal sources    **d.** Identify roles, rights and responsibilities in society | **The student will be able to:**  Explain different ways people pollute the air  Explain what people are doing to keep the air clean.  Advise actions to keep the air clean. |